



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

Teacher's Name: Mr. Michaud **Lesson:** 2 **Facet:** Self-knowledge

Grade Level: 11 & 12 **Numbers of Days:** 2

Topic: Recognizing the Target Audience

PART I:

Objectives

- Student will understand that considering the intended audience is imperative to making your voice heard.
- Student will know how vocabulary and tone influence the audiences interpretation.
- Students will be able to recognize and appeal to a target audience.

Product: Pages

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Common Core State Standards

Content Area: English

Grade level: 11 & 12

Domain: Writing

Cluster: Production and Distribution of Writing

Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Rationale: Through the exploration of various personalities and persuasion strategies, students will understand that recognizing the target audience is essential to creating strong works.

Assessments

Formative (Assessment for Learning):

Section I – checking for understanding during instruction

Using a Quick Write students will have the chance to write a quick essay attempting to persuade their persona on an assigned topic.

Section II – timely feedback for products (self, peer, teacher)

- The students will critique their own Quick Writes by writing a justification for their choices and techniques on the back of the organizer.
- The teacher will assess the Quick Write and justifications and make suggestions on ways to improve their approach.

Summative (Assessment of Learning):

Finally, the unit's last project is an iMovie. Using the topic discussed in their persuasive essays students will produce a news editorial. In each presentation, students will be judged on their

ability to interpret and apply all previous lessons into one large production. The students will play a news anchor for a major news network (CNN, FOX, ABC, NBC, Comedy Central, or other that must be approved by the instructor) and stylize their performance and production to appeal to the audience of the network they chose.

Integration

Technology: Using Pages, students will use various tools and observations to expand their ability to observe other personalities. Having an assigned persona students will develop a brochure profiling their persona and what that person would want to see in a persuasive work.

Content Areas: Health- Having a strong EQ could help the students recognize and grasp various relationships and how to handle them appropriately.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

- Think Pair Share will be used to develop the students' abilities to recognize various opinions and thoughts and use them to better understand and explain themselves.
- Using a Venn Diagram they can organize both their own and partners thoughts as a way to see any similarities and/or differences

Section II – Groups and Roles for Product

The students up to this point have used their persona in group discussions. However, for the product they are expected to work by themselves, while using the information they gathered previously, to complete their task. If they desire, students can have quiet discussions with peers.

Differentiated Instruction

MI Strategies

Verbal: As a class we will have discussions focused around interpreting and analyzing reactions.

Logic: Although the students will be expected to be creative with their product, they will be provided with a sample.

Visual: Watching various newscasts and interviews the students will discuss the body language and other indicators of that person's thoughts; and the product will be creative and colorful.

Musical: During the class activity students will be encouraged to use vocal exaggerations and tone to represent their characters' feelings. Music is involved in the hook.

Kinesthetic: During the Speed Dating scenario, students will be encouraged to use exaggerated body language to express their characters.

Intrapersonal: During the Think Pair Share activity students will have time at the beginning to brainstorm by themselves. Also, they will be working on the product by themselves.

Interpersonal: Both the hook and the latter parts of Think Pair Share will give students a chance to work with one another.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

Students, whom are absent over the course of the lesson, will be provided with a folder which contains all of the worksheets that the other students have already completed. The absent student will be responsible for getting the folder from me and for arranging times either after school or during my office hours to go over the lesson. Additionally, all notes will be provided on the class wiki. The student will then have one week to get any missing work back to me for full credit, if this deadline is not doable then the student is responsible for contacting me ahead of time; the student should be prepared to offer suggestions for when and how they will complete the work.

Extensions

Type II technology: Students will be have access to Pages which will provide them access to several pre-made templates from which they may choose. Additionally, the program will enable them to quickly and easily add many features to their product.

Gifted Students: The teacher will individualize learning for all students. Assuming that the teacher has an understanding of where each of the students is in their learning, s/he will assign more/less challenging personas to students.

Materials, Resources and Technology

Laptops

List of Assigned Personas

Projector

Videos

Rubric

Character Questionnaire

Source for Lesson Plan and Research

<http://olc.spsd.sk.ca/DE/PD/instr/strats/think/> Think Pair Share- Will help to develop the students' abilities to recognize various opinions and thoughts and use them to better understand and explain themselves.

<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf> Venn Diagram- Will help the students organize their group's thoughts as a way to compare and contrast.

<http://www.youtube.com/watch?v=9H7J4FywkXE> Target Clothing Ad: Example of memorable and appealing marketing. (They also had a runway sampling their fall line to the audience).

<http://www.youtube.com/watch?v=KsuRCXiYGO4> Anderson Cooper CNN-Katrina: Example of obvious position in interview.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)

Room Arrangement: Tables consisting of four desks

Day One: Understanding Personas and Inappropriate Reporting (80 minutes)

- *Hook Activity:* The students will watch the “Target Kaleidoscopic Fashion Spectacular” (<http://www.youtube.com/watch?v=9H7J4FywkXE>) an ad that Target Corporations presented to advertise their fall clothing line in 2010; perfect example of recognizing and appealing to their target audience- that being young, hip people. Furthermore, Target Corporations also had a runway show modeling the clothing to the audience **(5 minutes)**.
- *Class Activity:* The students will be assigned personas that they will work on throughout the entire lesson. The students will participate in a "speed dating" type scenario. The students will organize their chairs in a circular fashion with both an inner and outer ring. The inner ring will stay still, while the outer ring will rotate as instructed. The students will have two minutes segments during which they will introduce themselves (their personas) to their partner. This will enable the students to both develop their characters further and form an understanding of them **(30 minutes)**.
- *Individual Activity:* The students will write a brief bio for their persona on things they discovered during the speed dating scenario. **(10 minutes)**
- *Brief Instructional Period:* Watch: <http://www.youtube.com/watch?v=KsuRCXiYGO4> How did Anderson Cooper come across as a newscaster? How did Senator Landrieu come across? **(15 minutes)**
- *Group Activity:* In groups of three students will be given a topic and told to discuss it from the perspectives of their individual personas. **(10 minutes)**
- *Explain Task:* Each student will find an example of inappropriate newscasting or writing. They will email the link to the teacher, along with a couple sentences explaining what was inappropriate about it. Additionally, hand out the Character Questionnaire that they will use to further develop their persona. **(10 minutes)**

Day Two:

- *Introduction:* Show another example of inappropriate reporting, preferably an example that one of the students submitted. Discuss it with the class. **(10 minutes)**
- *Brief Instructional Period:* Introduce Aristotle's Modes of Persuasion. Provide the handout explaining them. **(15 minutes)**
- *Class Activity:* Think Pair Share will be used to develop the students' abilities to recognize various opinion and thoughts and use them to better understand and explain themselves. Specifically, students will be assigned a number 1 to 4. The teacher will announce a discussion topic and the students will have a minute to sit back and formulate their opinions. Afterwards, the numbers 1 and 2, and 3 and 4, will pair up to share their thoughts. Using a Venn Diagram they can organize both their own and partners thoughts as a way to see any similarities and/or differences. Each group will

share at least one thought agreed upon by both pairs to share with the class. **(25 minutes)**

- *Quick Write:* The students will use the topic from the Think Pair Share activity and persuade their persona by primarily using one of Aristotle's Modes of Persuasion. Very informal and written on Journal Graphic Organizer. The teacher will collect them and hand them back with feedback during the next class. **(10 minutes)**
- Introduction to Pages and Brochure Creation: Provide the students a sample persona profiling. Include a step by step description of how it was created. **(10 minutes)**
- *Explain and Begin Product:* Using Pages students will use tools and observations to expand on their ability to analyze other personalities. Using their assigned personas students will develop a brochure profiling their persona and what they would want to see in a persuasive work. Although the students will not have any other class time to work on it they will have two class days before they need to hand it in to the teacher **(10 minutes).**

Students will understand that considering the intended audience is imperative to making your voice heard. Having interpersonal qualities is admired by employers and people in general; plus, knowing what to say and why to defend your opinion becomes so much easier when you can predict your audiences' reaction. Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. The hook is an ad from Target that is a great example of a company appealing to their target audience by using various techniques. (<http://www.youtube.com/watch?v=9H7J4FywkXE>)
Where, Why, What, Hook Tailors: Visual, musical, verbal.

Students will know how vocabulary and tone influence the audiences interpretation. These skills will be taught to the students through various activities in which they develop a character that they will eventually profile. Furthermore, the students learn Aristotle's Modes of Persuasion (See content notes) as a basic foundation for understanding the topic. Think Pair Share will be used to develop the students' abilities to recognize various opinions and thoughts and use them to better understand and explain themselves. Specifically, students will be assigned a number 1 to 4. The teacher will announce a discussion topic and the students will have a minute to sit back and formulate their opinion. Afterwards, the numbers 1 and 2, 3 and 4, will pair up to share their own thoughts. Using a Venn Diagram they can organize both their own and partners thoughts as a way to see any similarities and/or differences. Each group will share at least one thought agreed upon by both pairs to share with the class. To assess their understanding the students will use the topic from the Think Pair Share activity and persuade their persona by primarily using one of Aristotle's Modes of Persuasion. Very informal and written on Journal Graphic Organizer.
Equip, Explore, Revise, Refine, Tailors: Visual, interpersonal, intrapersonal, kinesthetic, verbal.

Students will be able to understand and appeal to a target audience. Although the product is an individual effort the students will be allowed to talk to others as needed; at this

point the students will have developed their persona through several group and individual activities. Using Pages students will use tools and observations to expand on their ability to analyze other personalities. Using their assigned personas students will develop a brochure profiling their persona and what they would want to see in a persuasive work. The teacher should provide the students with a sample profiling and step-by-step instructions on how it was achieved.

Explore, Experience, Revise, Refine, Tailors: Intrapersonal, interpersonal, logical, verbal, visual.

Students will self-assess using a rubric available to them that states the expectations clearly. Using the same rubric the teacher will make comments and provide feedback as needed to ensure understanding. In persuasive writing it is not merely enough having an understanding of the topic, but of the target audience as well. The reason this is the second lesson is because it is absolutely crucial to understand the audience before writing for them so this will facilitate stronger writing.

Evaluate, Tailors: Verbal, logical.

Content Notes

Students will know how to spot and avoid inappropriate reporting; profile an audience; and Aristotle's Modes of Persuasion.

Vocabulary:

Bias: Prejudice in favor of, or against, a particular subject.

Aristotle's Modes of Persuasion:

Ethos: Appeals to the audiences' morale by being knowledgeable, professional, and unbiased. Achieving this can be accomplished by showing wisdom and skill (phronesis), virtue and goodness (arete), and goodwill towards the audience (eunoia).

Pathos: Appeals to the audiences' emotions. Achieving this can be accomplished by using metaphor, simile, a passionate delivery, or claim; moreover, appeal to the audiences' values or beliefs.

Logos: Appeals to the logic of the audience. Achieving this can be accomplished by using specific facts, details, and data that enhance the speaker's claims and thesis.

Handouts

Rubric

Vocabulary

Venn Diagram

Personas

Journal Graphic Organizer

Character Questionnaire

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clear and specific instructions will be provided. Additionally, students will be taught and guided through the developmental processes that will lead up to the product.

Microscope: All students will have the chance to develop their personas to whatever extent they choose, with only a minimum set.

Puppy: All students will be provided with a comfortable, open, and friendly environment. Furthermore, students will be encouraged to share and express through thought provoking activities and discussions.

Beach Ball: There is a wide range of activities and work that each student will accomplish, both individually and in groups. Furthermore, the assignments are all very open-ended so the student may do with it what they desire.

Rationale: In this lesson all learning styles have been taken into account; thus, in theory, a comfortable and stimulating environment will be produced. Additionally, students will have the opportunities to gain from all learning styles as they will see and experience them. Regardless of learning style, each and every students will be provided for in this lesson.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

- Using a Quick Write students will have a chance to write a quick essay attempting to persuade their persona on an assigned topic.
- Also, throughout the lesson, both group and individual activities will be incorporated.

Summative: At the end of the lesson students will create a brochure profiling their persona and what s/he would be most responsive to in a persuasive piece. Additionally, at the end of the unit students will use the final draft of their persuasive essay as a template for an iMovie production that will display all of the knowledge gained.

Rationale: Using the above techniques will allow the teacher to review and assess student understanding in a practical way. Furthermore, it will prevent students from cracking under the pressure of "this is a test", rather they will be applying the information in a natural way.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: (See Content Notes)

Common Core State Standards

Facet: Self-knowledge- It is absolutely critical that in persuasive works the author recognizes their target audience.

Rationale: Before the students get too far into their works I wanted them think about their target audience: who are they writing for? Is it someone who has a similar philosophy? Once they understand whom they writing for they will have a strong launchpad for the entire work.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies

Verbal: As a class we will have discussions focused around interpreting and analyzing reactions.

Logic: Although the students will be expected to be creative with their product, they will be provided with a sample.

Visual: Watching various news casts and interviews (including silent versions) the students will discuss the body language and other indicators of that persons thoughts and product will be creative and colorful.

Musical: During the class activity students will be encouraged to use vocal exaggerations and tone to represent their characters feelings. The hook includes music.

Kinesthetic: During the hook students will be encouraged to use exaggerated body language to express their characters.

Intrapersonal: During the Thin Pair Share activity students will have time at the beginning to brainstorm by themselves. Also, they will be working on the product by themselves.

Interpersonal: Both the hook and the latter parts of Think Pair Share will give students a chance to work with one another.

Type II Technology: Using Pages the students will have access to several brochure templates instantly, including ones where it is more a matter of plugging in information properly.

Rationale: This lesson includes various instructional methods to meet the needs of all the multiple intelligences, while incorporating the opportunity for technological growth.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: A- The teacher will model thinking "outside the box" by providing an example of a profiled persona; thus modeling appropriate inventiveness to the students. Furthermore, the entire lesson is extremely creative and enables the students to take control of it.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: A- Rather than simply having the students research various persuasive and marketing methodology, the students will have the opportunity to develop a character and persuade it. Moreover, by doing so the students will understand not just one side of the debate, but both.